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## Digital Literacy Development Workshop in Developing Learning Tools for English Teachers in Wakatobi

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### Abstract

Realizing the importance of digital mastery in the era of the Industrial Revolution 4.0 in the world of education, the English Language Education study program held a digital literacy development workshop in compiling learning tools for English teachers in Wakatobi. The purpose of this workshop is to provide knowledge to teachers in integrating digital literacy in compiling learning tools. Through the Participation action research (PAR) approach, teachers and students will be more motivated to learn. The results of the implementation of the digital literacy development workshop which includes the use of Canva and ChatGPT for teachers in supporting classroom learning can be reflected in several positive aspects, as follows: First, it can be seen from the increase in teachers' understanding of the importance of digital literacy, how digital literacy plays a key role in supporting effective teaching and learning which encourages them to apply it in classroom learning. Second, it can be seen that teachers' graphic design skills have improved in creating interesting learning materials using the Canva platform. Teachers can create visual and attractive learning resources, increase student engagement and make it easier to understand the concepts being taught. The use of ChatGPT as a resource to support English learning can create a more dynamic learning experience. Teachers can use ChatGPT to provide writing exercises, provide quick feedback on student assignments, or even create simulated English conversations to improve students' speaking skills. This can make the class more interactive and facilitate adaptive learning. In terms of participation and engagement, this digital literacy development workshop can create a collaborative environment among teachers.

**Keywords:** Digital literacy, English teacher, ChatGpt, Canva

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### INTRODUCTION

Digital literacy is a set of in-depth skills and knowledge in the world of digital technology. First of all, individuals need to understand the basics of technology, including the use of hardware such as computers and smartphones, as well as mastery of operating systems and applications. Online navigation skills are also a major focus, involving the ability to search for information efficiently, interact with websites, and use search engines intelligently. In addition, digital security is a major priority with an understanding of cyber risks and the implementation of online security practices.

Digital literacy includes the ability of teachers to teach students about the wise and ethical use of technology. Teachers can guide students in developing digital intelligence, engaging them in open dialogue about online ethics, privacy, and responsibility in the use of technology. In addition, digital literacy also plays a key role in shaping the educational paradigm, especially for teachers who are the main drivers in the learning process. In the context of education, teachers who have good digital literacy can be effective facilitators in delivering learning materials in an innovative and interesting way. They can utilize technology to present educational content, personalize learning experiences, and provide challenges according to the individual needs of students. Teachers who are able to use various digital tools carefully can create a learning environment that motivates and builds 21st century skills in students, such as creativity, collaboration, and critical thinking. Therefore, the development of digital literacy not only impacts the ability of teachers to teach effectively, but also their efforts to form a generation that is able to think critically, adaptively, and responsibly in the ever-evolving digital world.

Instilling digital literacy early on in educators will have a positive impact on building critical, creative, and innovative ways of thinking in solving every problem. A good understanding of digital

literacy will also create a more interactive and communicative learning atmosphere in the classroom. Education in the digital era requires educators to have solid digital literacy. Digital literacy in compiling learning tools is becoming increasingly important considering the role of technology in supporting effective and innovative learning.

Realizing the importance of digital mastery in the era of the Industrial Revolution 4.0 in the world of education, the English Language Education study program held a digital literacy development workshop in compiling learning tools intended for English teachers in Wakatobi. The purpose of this workshop is to provide knowledge to teachers in integrating digital literacy in compiling learning tools. Based on pre-research, it was found that there were several reasons why a workshop on digital literacy was needed, namely that most teachers in Wangi-wangi Wakatobi district do not yet have adequate knowledge and skills in using digital technology for teaching purposes, especially the use of various digital media in learning is still very lacking, even some teachers think that they do not need the application to teach. The lack of teacher skills and abilities will hinder the effectiveness of the use of information and communication technology (ICT) in schools. The effectiveness of information and communication technology in the learning process makes the learning model not monotonous so that it does not make students bored or sleepy in absorbing the knowledge given by the teacher.

Through the Participation action research (PAR) approach, in the form of educational action research (Afandi, Laily, Wahyudi et al., 2022), teachers and students will be more motivated to learn. This methodology also allows teachers and students to find solutions to problems that arise in learning English in the classroom. In this case, the mentoring activities provided will be continued with the provision of follow-up activities after the workshop by holding discussion sessions with several representatives of English teachers and their implementation in the classroom. This is in line with the results of research at elementary, middle and high school levels regarding the importance of digital literacy by Kholid (2020), Rosmalah (2021) and Asari (2019) that the ability to adapt to the dynamics of information technology developments and integrate it into the implementation of learning is very important and is a necessity that must be done for teachers so that learning becomes interesting and enjoyable. This workshop activity program aims to build teacher awareness of the importance of knowledge about technology in compiling learning tools. This is part of a significant learning system innovation and will bring new perspectives to teachers who attend this workshop. Because developing digital literacy skills not only helps them create more engaging and effective lesson plans but can also help them better assess students' understanding and progress. Through digital literacy, at least teachers have the knowledge and skills to use digital media not only as a communication tool but also in creating media and conducting learning evaluations. It is hoped that good practices related to digital literacy will not only be implemented in the form of workshops but also have follow-up use in the classroom.

## METHODS

The method approach used in this community service is a research based on participation known as Participatory Action Research (PAR). Initially, the PAR method was developed by a psychologist named Kurt Lewin in the mid-1900s which was later developed by Paulo Freire, a philosopher in the field of Education as a critique of the traditional Education model that places a teacher as the main source and authority of knowledge.

According to Chambers, PAR is a new method that is taken from the tradition of local wisdom which is the basis of the paradigm of qualitative science. Par starts from the assumption that emphasizes the importance of social processes and collective involvement in formulating what is called the "current case" and the implications of its changes that are considered useful by people who are in that situation.

In principle, PAR is a research method that requires the active involvement of all parties who have the resources to study the actions that are taking place and aim to make changes and improvements towards a better direction. The PAR stage begins by identifying the social problems currently being faced by society. Analysis of the roots of social problems is the entry point to finding solutions to solve existing problems.

With Participatory Action Research (PAR) it is useful to facilitate and motivate so that the community in this case is able to: Identify the strengths and weaknesses of the community, especially schools in Wangi-wangi District, Wakatobil Regency and its problems, identify the factors causing community problems and alternative solutions. develop appropriate strategies and methods to solve problems and develop action plans based on program priorities and sustainability through stages to achieve the expected target.

## RESULTS AND DISCUSSION

The workshop began with an explanation of the importance of digital literacy for teachers, which has the main objective of increasing teachers' understanding and knowledge of the significance of digital literacy in the context of education. Teachers are directed to understand the concept of digital literacy as the ability to access, evaluate, use, and create information using digital technology. This concept involves critical aspects in managing and filtering available digital information, which is the basis for the formation of critical thinking and responsiveness to technological developments. Furthermore, emphasis is placed on the importance of digital literacy for teachers. Digital literacy is not only an additional need, but has become a necessity in responding to the digital era. In an era where technology continues to develop, teachers are required to be able to integrate digital literacy into learning in order to create a more effective and relevant learning experience for students. The scope of digital literacy is also discussed in detail, covering aspects such as information literacy, media literacy, and technological literacy. A deep understanding of this scope allows teachers to design holistic teaching strategies that are in accordance with students' needs in facing the challenges of information in the digital era. Finally, the presentation includes examples of digital media that can be used in compiling learning devices. In this case, teachers are introduced to various applications and platforms that can enrich the teaching process, such as the use of Canva for visual design or Chat GPT to produce interactive content. This is expected to provide inspiration and practical insights for teachers to implement digital literacy in their learning tools.

The evaluation of this activity showed a positive response from participants to the workshop. The evaluation activity was in the form of reflection on the material and digital literacy practices that had been delivered during the workshop. Participants were given the opportunity to write their reflections on the implementation of the workshop in the form of paper, which was then collected by the implementing team. The results of checking the participants' reflections showed that 92% of participants stated that they were satisfied or felt helped by the implementation of this workshop. The remaining 8% stated that they still felt that they had not fully mastered the material that had been presented. This data reflects the success of the workshop in providing benefits to the majority of participants, while a small number still needed more support or understanding related to the material. Overall, this digital literacy development workshop activity made a positive contribution to efforts to improve teacher skills and knowledge in facing the demands of digital literacy in the modern era. Evaluation is an important tool to ensure the success and improvement of similar activities in the future.

The results of the implementation of the Digital Literacy Development Workshop activities that include the use of Canva and ChatGPT for teachers in supporting classroom learning can be reflected in several positive aspects, as follows: First, it can be seen from the increase in teachers' understanding of the importance of digital literacy, how digital literacy plays a key role in supporting effective teaching and learning that encourages them to apply it in classroom learning. Second, it can be seen from the increase in teachers' graphic design skills in creating interesting learning materials using the Canva platform. Teachers can create visual and attractive learning resources, increase student engagement and facilitate understanding of the concepts being taught. The use of ChatGPT as a resource to support English learning can create a more dynamic learning experience. Teachers can use ChatGPT to provide writing exercises, provide quick feedback on student assignments, or even create English conversation simulations to improve students' speaking skills. This can make the class more interactive and facilitate adaptive learning. In terms of participation and involvement, this Digital Literacy Development Workshop can create a collaborative environment among teachers. They can share ideas and teaching strategies, enrich each other's learning methods. The existence of new skills in digital literacy can also motivate teachers to continue to develop creativity and innovation in designing learning materials

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## CONCLUSION

From the implementation of the digital literacy development workshop which includes the use of Canva and ChatGPT for teachers in supporting classroom learning, it can be concluded that this workshop activity has had a positive impact on the development of teacher learning skills and approaches. The use of Canva gives teachers the ability to create interesting, visual, and easy-to-understand learning materials, while ChatGPT participants can integrate them into learning materials intelligently.

Teachers who participate in this Workshop can feel an increase in their creativity in designing learning materials, and interaction with digital literacy technology provides a more dynamic learning approach. In addition, collaboration between teachers resulting from this Workshop also provides additional benefits in the exchange of ideas and experiences, creating a more collaborative learning environment.

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